

**Learning Through Technology
Educator Leadership Opportunities
Learning Design Leaders (LDLs) Application**

Due Monday June 4th, 2018 by noon

Stipend Amount:

- **LDLs for School Insights** - \$2000 to the school (school uses this to provide the payment for at least one administrator, two educators, and the cost of food and materials)
- **LDLs for Digital Artifacts** - \$540 once all activities and deliverables have been met
- **LDLs for Regional Events** - \$540 once all activities and deliverables have been met

**All stipends include enough funding so the LDLs can purchase the summer reading book in the format of their choice.*

**In addition to the stipend, LDLs will have the opportunity to earn some contact hours for their work.*

Questions? Contact Amanda.Nguyen@maine.gov or join one of the informational webinars to ask questions on Tuesday, May 8th from 3:30-4:30pm or Thursday, May 17th, from 3:30-4:30pm.

Learning Design Leaders (LDLs) are Maine educators who successfully design learning experiences that leverage technology for better student learning outcomes and/or who successfully design learning experiences that grow the capacity of other educators to leverage technology for better student learning outcomes.

The 2018 – 2019 cohort of LDLs will have a mix of educators from different roles (administrators, teachers, librarians, technology integrators, etc.) from different grade levels (Pre-K through 12 and perhaps higher education) across multiple regions of the state.

Learning Design Leaders should be able to clearly share models of how they designed and facilitated learning experiences where students:

1. Make their thinking visible, meaningful, shareable, and amplified (as referenced in the book we'll read together this summer: "A Guide for Documenting Learning: Making Thinking Visible, Meaningful, Sharable, and Amplified" by Silvia Rosenthal Tolisano and Janet A. Hale)
2. Gain a conceptual understanding (not just procedural knowledge)
3. Dig deeper into the learning and can transfer it from one context to another (not just gaining surface level knowledge)
4. Are producing and creating (not just consuming)
5. Use individual skills, abilities, and interests while learning (not just participating in a 'one-size fits all' model).

LDLs should also be able to help other educators see how these models can be transformed and successfully implemented in other contexts. They should be able to help other educators understand how to make pedagogical decisions that help students do the five things listed above through the design of learning experiences and also by sharing strategies for becoming a more dynamic and responsive facilitator of learning while students are engaged in the experiences.

LDLs will be split into three main groups for the 2018 – 2019 school year. The groups are each designed to serve other Maine educators through specific modes of professional learning:

1. LDLs for School Insights - Learning Labs, Dine and Design, and Case Studies
2. LDLs for Digital Artifacts - Ongoing Webinars, Short Videos, Blog Posts, Online Office Hours, etc.
3. LDLs for Regional Events (where participation as a school team is encouraged)

Activity and Deliverables	LDLs for School Insights	LDLs for Digital Artifacts	LDLs for Regional Events
Attend an introductory webinar (June 18 th – 20 th)	Yes	Yes	Yes
Participate in five 2-hour summer professional learning online check-ins. Preparation will include reading 2 – 3 assigned chapters from “A Guide for Documenting Learning: Making Thinking Visible, Meaningful, Sharable, and Amplified” by Silvia Rosenthal Tolisano and Janet A. Hale (consistent once a week time during the five weeks between July 9 th – August 10 th)	Yes	Yes	Yes
Attend a one-day in person training where you will have the opportunity to begin planning and get feedback from other LDLs. (August 14 th – 17 th or September 10 th – 14 th)	Yes	Yes	Yes
Complete two – four surveys about your experience as an LDL and the experiences of your participants (you may be asked to design a few quick surveys to administer to them at the end of your events).	Yes	Yes	Yes
Participate in some sort of wrap up and recognition process or event in June 2019 to close the program for the year and celebrate accomplishments.	Yes	Yes	Yes
Comply with laws, standards, guidelines, policies and best practices related to student data privacy, the Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), and Section 508 of the Rehabilitation Act of 1973.	Yes	Yes	Yes
Plan, host, and lead a Learning Lab and Dine and Design	Yes		

event either in the fall or the spring*			
Participate in two online check-ins to reflect (debrief and share best practices) on the events. <i>(Fall will be between December 10th – 14th , and the check-in in the spring will be between May 6th - 10th, 2019)</i>	Yes		Yes
Participate in one or two online check ins to work on Case Study Development. <i>(Fall will be between December 10th – 14th , and the check-in in the spring will be between May 6th - 10th, 2019)</i>	Yes		
Create a Case Study that can be shared widely in digital format (text, video, image, audio). The Case Study should follow the format and guidance provided during LDL training.	Yes		
Share your Case Study and lead a discussion via webinar. <i>(January 8th – 11th, 2019, January 14th – 17th, 2019, January 23rd – 24th, 2019, (5) May 13th – 17th, 2019, May 28th – 31st, 2019, June 3rd – 7th, 2019)</i>	Yes		
Plan, host, lead, and/or share digital artifacts, webinars, and/or online office hours on an on-going, consistent schedule throughout the year (at least 10 separate things). This should include a variety of artifacts and opportunities for educators to learn from you.		Yes	
Work on a small team to plan, host, and lead a regional meeting in the fall and in the spring.			Yes
Curate a space to share artifacts from the regional events that can be shared widely in digital format (text, video, image, audio)			Yes
<p><i>Here are the possible dates for Learning Labs, Dine & Designs, or Regional Events: September 17th – 21st, September 24th – 28th, October 1st – 5th, October 15th – 17th, October 22nd – 24th , February 26th – 28th , March 1st , March 4th – 8th, March 11th – 15th , April 22nd – 30th – and for dates where snow may be a factor, we'll also ask that you hold a snow day on the calendar between March 18th – April 12th</i></p> <p>Please note that most deliverables will need to be approved by the Department before they are shared widely.</p>			

Additional information:

- Learning Labs:
 - LDLs design an opportunity for other educators to visit the school of the LDL to see and experience models of leveraging technology for better student outcomes.
 - Visitors have the opportunity to talk with some of the educators at the school about how they designed those experiences, the challenges they encountered, how they adapted, things they would do differently, etc.

- The LDL should be able to facilitate a safe environment for educators to share their thinking and process regarding learning design and for visiting educators to ask questions that will help move them closer to being able to design something similar on their own.
- Dine and Design events:
 - LDLs set these up to follow the Learning Lab (literally on the same day).
 - The LDL should facilitate some networking between educators who attended the Learning Lab over snacks. Visiting educators should leave not only seeing models from the school that served as the Learning Lab, but also hearing about ideas from educators from other schools.
 - The LDL should be able to lead visiting educators in a process of designing for learning. Educators should leave with something that they could try with their own students the next day (or shortly thereafter).
- Case Studies:
 - LDLs write these to highlight the school's process of developing a culture around designing for learning with technology in a way that moves the students to better learning outcomes.
 - The case study can be written or filmed and should include artifacts from the process.
 - Case Studies are more than just a story of what happened. They are used to spark conversation and learning so that key themes and trends emerge. They often have multiple points in which different decisions could have been made that would have resulted in different outcomes. In this way, readers have the opportunity to grapple with problems of practice and develop greater clarity around both the components of those problems as well as the strategies for successfully navigating them.
 - LDLs will likely produce a follow up closer to the end of the year to share a 'this is what ultimately happened and here's what we learned' type of narrative.

Please be sure to complete all the questions in this application!

Name

Email Address

Phone Number

Current place of employment (School, District)

School grade levels

Current Job Title and Description

Type(s) of technology used at school

Which of the following opportunities would you like to apply for? (you may select more than one option)

- ☐ LDLs for School Insights - Learning Labs, Dine and Design, and Case Studies
 - ☐ LDLs for Digital Artifacts - Ongoing Webinars, Short Videos, Blog Posts, Online Office Hours, etc.
 - ☐ LDLs for Regional Events (where participation as a school team is encouraged)
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You may submit answers to as many of these questions as you would like (please make sure we have a clear picture of your work and your school though!).

You can submit either written text or a link to a video you've created (link can go to Google Drive, Dropbox, YouTube, etc.). We're particularly interested in videos because they give you the opportunity to both show and tell us about your work - but we ask that you make sure there are no identifiable students or student names on student work (unless you have permission to be sharing widely from those students/parents).

1. Name three best practices when designing environments for successful learning with technology. How have you or your school implemented these best practices?
2. Describe three indicators that a school has designed learning environments that are student-centered. How has your school become more student centered over time?
3. Define "innovation in education". How can school leaders cultivate innovation in their school? How have you done this?
4. Describe your school's assessment system (balance of formative and summative, grades, written feedback, rubrics, portfolios, etc.).
5. Describe how the Guiding Principles are incorporated into teaching and learning experiences at your school.
6. Who has ownership over learning at your school? Explain your answer, citing specific examples.
7. How can you tell when learners are engaged in productive struggle verses non-learning or the development of misconceptions? How do you help other educators decide when and how to intervene?
8. How do you believe technology can be used to transform teaching and learning both for students and educators? Cite some specific examples to support your reasoning.



This year's theme is "Designing for Learning with Technology". Give a few examples of what you think your impact on educators across the state could be regarding this theme

and share some ideas of how you'll approach your work as a Learning Design Leader.

What strengths would you bring to this position?

What do you hope to learn, gain, or further develop as a result of being an LDL this year?

Do you have the approval from school principal (or other supervisor if you have a district level position) to become an LDL?

- ☐ Yes
- ☐ No
- ☐ I do not need to ask for approval
-

Please confirm that you have a working device that can access the internet and resources

Please confirm that you have a working device that can access the internet and resources needed to complete the activities and deliverables for this position.

- ☐ Yes, I have the tools I need to complete this job.
- ☐ No, but I understand it is my responsibility to get the tools I need to complete this job.
-

Do you have a vendor code through the State of Maine – Department of Education or are you able to get one if you are given this position? (a vendor code is needed for payment)

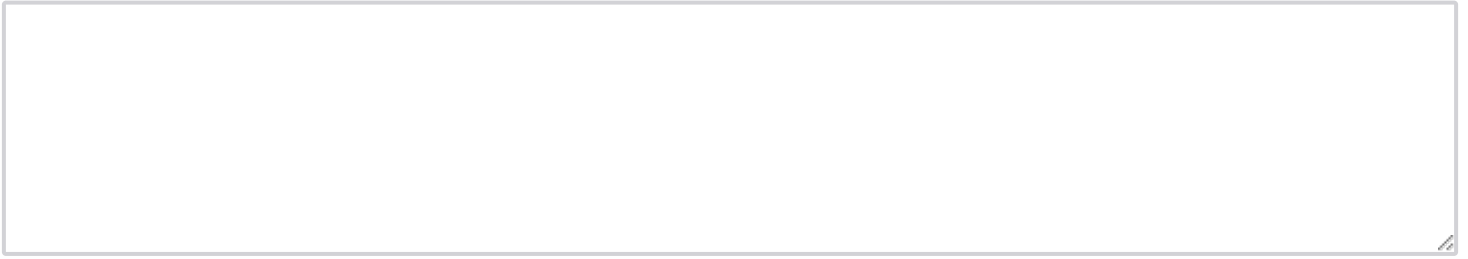
- ☐ Yes
- ☐ Maybe
- ☐ No
-

Please confirm that you have read through the activities and deliverables listed above and can complete them. Please note that most deliverables will need to be approved by the Department before they are shared widely.


- ☐ Yes, I have read and can complete the list of activities and deliverables listed above.
-

Are there any dates during the summer (June 15th - August 25th) that do NOT work for you to be able to attend a training (either online or in person)?

Do you have a preference for dates/times for the summer reading check ins or the in-person training?



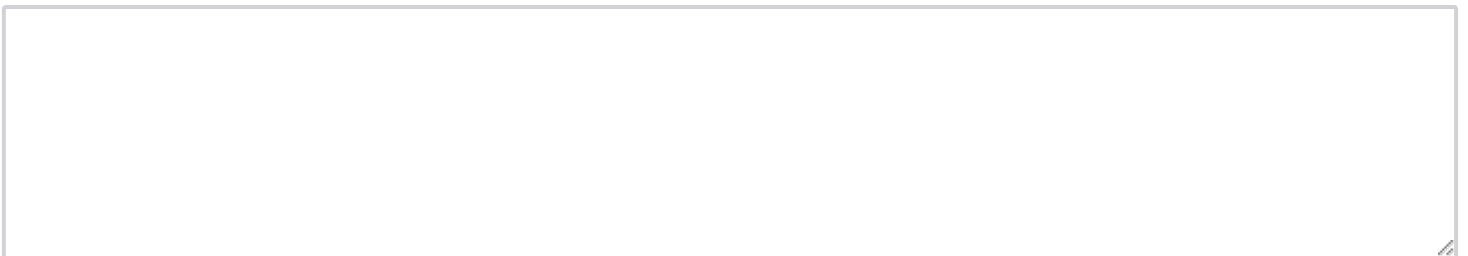
Do you have any questions about the goals and expectations of this position at this point - or any additional comments?



Only complete if you're applying for the LDLs for School Insights.

You must have at least one administrator and two educators to participate. Please provide the following information for the other two people who are a part of this application.

- a. Name
- b. Email Address
- c. Phone Number
- d. Current Job Title and Description





Thank you for your application. We anticipate being able to respond to applicants by late June. If you have any questions, you can email Amanda.Nguyen@maine.gov

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